NC Check-Ins: NC Math 1

NC Check-Ins Overview and Purpose

NC Check-Ins are interim assessments aligned to North Carolina content standards in mathematics for grades 3 –8 and NC Math 1 and are developed by The North Carolina Department of Public Instruction (NCDPI). There are two NC Check-Ins that can be administered in both the year-long and semester format. For NC Math 1, each NC Check-In focuses on a selected sub-set of grade-level content standards.

The main purpose of NC Check-Ins is to provide students, teachers, and parents, with immediate in-depth action-data and a reliable estimate of students' current performance on the selected sub-set of content standards. A secondary purpose is derived from NC Check-Ins strong relationship with grade level end-of-grade (EOG) summative assessments. Both EOGs and NC Check-Ins share a common item bank, and performance on the NC Check-Ins serve as an early indicator of a student's level of preparedness for the EOG summative assessment.

The NCDPI does not have validity evidence to support using results from NC Check-Ins as a predictor of student performance on the EOG summative assessment. Even though there is evidence of a significant correlation between scores from NC Check-Ins and EOGs, this correlation evidence by itself does not signify prediction. The overall value of NC Check-Ins is the use of in-depth action-data for formative purposes throughout the year to help students and teachers adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

Prioritization of Standards

- The NC Check-Ins are aligned to the NC Standard Course of Study (NCSCS) for Mathematics, adopted by the North Carolina State Board of Education in June 2017.
- The NCSCS may be reviewed by visiting the NCDPI/K—12 Standards, Curriculum, and Instruction for Mathematics webpage.
- Assessment specifications meetings were held in June 2019. The NCDPI/Test Development Section collaborated with a panel of North Carolina teachers and educators to develop recommendations for the content standards to be assessed. For each recommended content standard, panelists provided input on the relative importance of the standard, the anticipated instructional time for the standard, and the appropriateness of the standard for different question types.
- The following content specifications are for test development purposes only and are not presented as a mandated pacing guide. The delivery of curriculum and instruction is a local decision; therefore, it is the expectation that some schools will not have covered all areas in all standards assessed in any one NC Check-In by the time the administration window closes.
- Data from content standards that have not been taught should be used as pre-test data.

Check-In 1 Standards	Check-In 2 Standards
A-REI.3	A-CED.1
F-IF.2	A-REI.6
F-IF.4	F-BF.1
F-IF.6	F-IF.5
G-GPE.5	F-IF.8
S-ID.7	F-IF.9

All of the standards have connections to other NC Math 1 standards and may incorporate those skills as well. For more details, see the Math Resource for Instruction/Unpacking Document.

Administration

The NCDPI offers three NC Check-Ins per grade level within a school year. Participation in any NC Check-In is entirely voluntary. Each NC Check-In administration has a pre-defined test window set by the NCDPI. The NCDPI may adjust the testing window within a school year to accommodate for unanticipated circumstances such as inclement weather. Schools are given the flexibility to schedule the administration of NC Check-In at any time during a designated window. Proctors are not recommended for the administration of an NC Check-Ins. NC Check-Ins are not timed assessments. However, the recommended time for most students to complete a NC Check-In is about 90 minutes. It is a local decision to allow students more time to work on the assessment.

Testing Windows

Year Long Course; NC Math 1	
Check-In 1	November – December
Check-In 2	March – April

Block Course (Fall Semester); NC Math 1	
Check-In 1	September 16 – October 31
Check-In 2	November – December

Block Course (Spring Semester); NC Math 1	
Check-In 1	February – March
Check-In 2	April – May

Student Reviews, Scores, and Reports

Within five days of administering an NC Check-In and submitting student responses, school administrators and teachers will have access to student, class, and school-level custom reports generated by NCDPI custom scoring and reporting software. Teachers also have access to an electronic copy of the NC Check-In for the remainder of the testing window to use for review sessions with students. These reports provide a summary of performance expressed as number and percent of items answered correctly disaggregated by student, classroom, and school by standard assessed. These reports are intended to support formative uses at the classroom and school level.

Summative interpretation of scores comparing performance of schools across local education agencies (LEAs) is highly discouraged because schools are not assumed to be following the same pacing or curriculum. All schools are not expected to have completed the entire scope for all standards assessed in a NC Check-In prior to the administration because delivery of curriculum is a local decision.

At the beginning of each NC Check-In window, the NCDPI will upload a state report with the summary of percent correct by items grouped by standard. These data were collected from field test items and reflect a representative sample of students from across the state. The purpose of this report is to provide a reference on the empirical difficulty of items administered in the NC Check-In.